

East
Brooklyn

The Commentator

Official Undergraduate Newspaper Of Yeshiva College

East
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No. 1

Lazarus Joseph Heads Y. U. Drive

The Honorable Lazarus Joseph, Comptroller of the City of New York, has accepted the Chairmanship in the Metropolitan area for a campaign to be conducted nationally in behalf of Yeshiva University, according to an announcement issued yesterday by Dr. Samuel Belkin, president, and Hon. Samuel Levy, chairman of the Board of Directors of the Institution.

Yeshiva, which recently became the first University under Jewish auspices outside of Palestine, seeks to raise a minimum of one million dollars by July 1 in order to finance the initial stages of its program of physical and academic expansion.

In accepting the chairmanship, Mr. Joseph declared, "I have, for many years, been familiar with the magnificent work done by Yeshiva in training young men both in the fields of secular education as well as in fields of higher Jewish studies."

Grads Fill Top Jobs

"I know that the public at large greeted with elation the recent announcement that the Institution, which is now in its 50th year, was granted university status by the Board of Regents of the University of the State of New York. During the almost fifty years of service, the Institution has graduated men, who are occupying today, positions of leadership in hundreds of communities in this country, in Canada and in many other parts of the world.

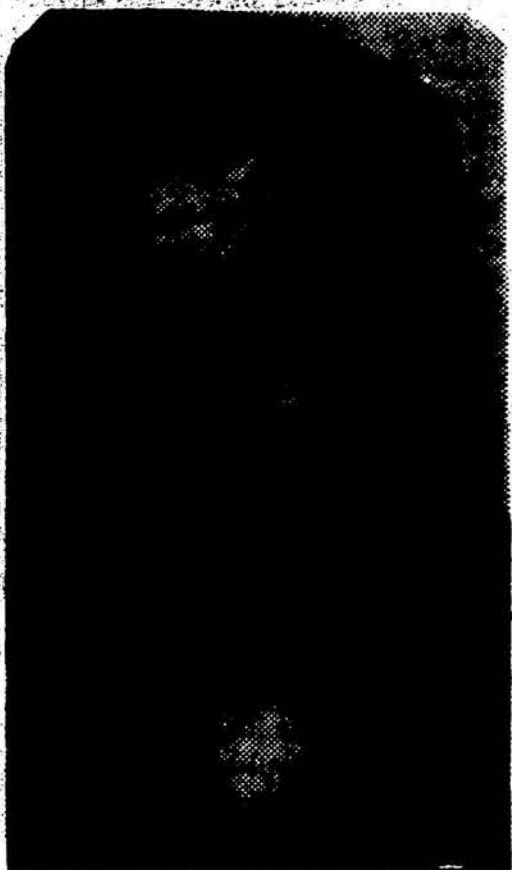
"Given the necessary means, Yeshiva University will be enabled to expand its facilities so that it may accommodate the hundreds of students who cannot now be admitted for lack of space. In addition, Yeshiva University will be enabled to expand its academic program in order to make available to its student body a broadened curriculum, particularly in the various branches of the Graduate School.

Help Needed for Drive

"It is the hope of the Institution to enter upon this larger program beginning with the next academic year in September, 1946. I am confident that when the needs of Yeshiva University are brought to the attention of the public, there will be a generous and quick response to the campaign which is now beginning."

Among the new schools which Yeshiva University expects to launch are the following: A Graduate School of Community Administration and Social Research, a Graduate School of Education, a Graduate School of Mathematics, an Institute for Adult Education. These schools, like the institution as a whole, will make new and distinctive contributions to the dual fields of Jewish education and higher secular education. As such, it is expected they will mark a new contribution to the democracy of learning.

Mr. Joseph, a former state senator, was elected to his present position in the City's government last November. He is a director of the Rabbi Jacob Joseph Yeshiva which was named after his renowned grandfather. Mr. Joseph is affiliated with many Jewish organizations and participates actively in their work.



LAZARUS JOSEPH

Council To Set Aside Low Sophs; Advisers Sought

At its first meeting of the spring semester, the Yeshiva College Student Council ruled on the dissolution of the present lower sophomore class. The meeting was held in the Riets Social Hall on Thursday, February 8, 1946.

The resolution was as follows: Representation in Student Council shall be granted to the present lower sophomore class until the end of the spring semester of 1946. At that time the lower sophomore class will be dissolved.

Among other matters taken up at this meeting was the problem of faculty advisers. After much discussion the following recommendations as possible plans were decided upon. (1) The college should appoint a man whose sole job will be to act as faculty advisor to the whole student body. (2) Such a system as is set forth in the Yeshiva College catalogue should be employed.

The poor lighting of the classrooms, and its effect on student health was also discussed. It was decided that both these problems shall be brought up at the next meeting of the Faculty Student Relations Committee which, President Werner announced, "will take place in the near future."

Ernes To Meet

An informal meeting of Ernes, Yeshiva College's classical society, will take place Thursday, February 14 at 8:30 p.m. in the Riets Social Hall. Mr. Epstein will speak on "Ancient Manuscripts and References of Ancient Literature Found on Modern Stamps as a Means of International Communication."

Germany In Chaos, States Army Captain

Captain Herman Tannenbaum, an army medical officer who has just returned from Europe, delivered a lecture on conditions in Germany to the Deutscher Verein, Thursday, January 31. His talk was the first of a series of classroom lectures arranged by Dr. Ralph Rosenberg, assistant professor of German at Yeshiva College.

"Conditions in Germany are extremely bad," declared Captain Tannenbaum, "and it's practically impossible for an American to imagine how much destruction that country has undergone. When the Army tells us that seventy percent of Bremen is in ruins, it means just that. Piles of bricks and rubble, shattered glass, and parts of collapsed buildings sometimes solidly fill areas as long as forty blocks. With the possible exception of Heidelberg and Oldenburg, every single city in Germany shows varying traces of destruction.

Travel Hard Hit

"Travel is one of the first major difficulties confronting the German civilian. Power and fuel shortages further complicate conditions in Germany. Wood and coal are unobtainable, and the Germans must burn a smelly substance that resembles peat. These shortages, in turn, make the civilian feel the acute housing shortage more keenly; for a tremendous amount of fuel must be stored in crowded houses even to obtain a minimum amount of heat. As it is, the average number of persons living in a single room far outnumbers the legal minimum of one person per room.

"Many other scarcities are evident in Germany. Clothing stocks are non-existent and only an indispensable minimum of food can be obtained in the cities. The farmers, who are more or less self-sufficient, sell some food on the black market at exorbitant prices. There is also a shortage of educational facilities. Many schools are not yet open and textbooks are exceedingly difficult to obtain.

Germans Deny Guilt

"Despite these privations, the German still does not believe himself responsible for the war and its results. He denies ever having been anti-Semitic, but when confronted by the evidence of atrocities and crimes perpetrated on the Jews, he admits that the Jews have suffered, 'although, of course, their misery can not be compared to that of the German people.' The German civilian treats the German soldier honorably, much as we in America treat our veterans."

Although Captain Tannenbaum did not come into contact with Jews in Europe, he was well informed about other conditions there. After having landed in France with the Twenty-Ninth Division on D-Day, he served through all the subsequent campaigns until V-E Day and thereafter participated in the German occupation. He returned to America in January of this year.

Dean Sar Reports On Lot of D.P.'s

Samuel L. Sar, Dean of Men of Yeshiva College, has recently returned from Germany where he served with UNRRA as a representative of the American Jewish Conference. His duties there included relief work and restoration of morale of displaced persons. Upon his return he made the following statements on his observations:

"While the problems of housing, food, and clothing are indeed serious ones, they do not constitute the entire problem.

"The people can submit to cold weather, hunger, and near starvation, if they see a future for themselves and a hope for rehabilitation. The people are bewildered over the fact that eight months after liberation, their condition has changed but slightly. A man who has been confined to a concentration camp for six years and is now liberated, expects to be a free man, to live in decency and with dignity. They cannot understand why they are still looked upon as refugees. In their minds they make comparisons between conditions in the concentration camps and present life in the 'Lageren'."

Dean Sar added that the great majority of the displaced persons have little desire for rehabilitation in the countries of their persecution. They look to Palestine for a permanent home, where they will be welcome, and where they can live in security and dignity. Their present condition plus the fact that their requests for entry to Palestine have been ignored are causing them to lose faith in humanity and in the earnestness of the Allied nations.

Says UNRRA Falls

To General Morgan's statement that the Jews are well-dressed, well-fed, and that they are organizing a world conspiracy, Dean Sar says, "After careful investigation, I have found the displaced Jews to be poor, helpless, and despondent. I can not understand why Ex-Governor Lehman has retained Morgan, for his statement was entirely contrary to fact and merely based on hearsay."

About relief work, Dean Sar remarks that the American Army has the sincere desire to help, but it is neither a relief nor a rehabilitation agency, and as a result its plans are vague and incapable of solving the problems fully. "UNRRA, which is supposedly qualified to meet the situation, is miserably organized, and woefully unprepared," he adds. "Its personnel is not of the highest caliber, and their conception of rehabilitation is like that of social workers in small communities."

Meets Leo Levin '38

At Weiden, Dean Sar met Lt. Leo Levin '38, former Student Council president and former managing editor of the Commentator who is doing outstanding work in behalf of the displaced persons and the Zionist movement. Lt. Levin has been extremely self-sacrificing in securing clothing and better food packages from this country and in distribution among the needy. He also conducts sports three times a week for the D.P.'s.

DEAN SAR

Dr. J. I. Hartstein To Head Secular Dept of Yeshivos

The appointment of Professor Jacob I. Hartstein as Superintendent of Schools for the Secular Departments of the United Yeshivos, the Hebrew parochial school system comprising 88 schools in all parts of the United States, was announced by Jacob S. Demoy, Acting Chairman, Board of Secular Education, United Yeshivos.

Professor Hartstein is Director of the Graduate Schools of Yeshiva University.

Appointment Marks Milestone

In announcing Prof. Hartstein's appointment, Mr. Demoy said, "The appointment of Professor Hartstein marks a milestone in the rapid progress of the United Yeshivos. We look forward to expanding and improving our facilities in a manner that will bring credit to the Jewish educational system here in America. We are confident that Professor Hartstein, himself a product of Yeshiva studies, will succeed to carry out the ideals and educational principles promoted by our institutions.

"With the cooperation of American Jewry, we look forward to an increase in attendance and improvement in our program, assuring that students attending the Yeshivos will receive intensive training in Jewish as well as secular subjects."

Mazel Tov!

The editors and staff of The Commentator join with the students and the administration of Teachers Institute in wishing a hearty Mazel Tov to Rabbi and Mrs. Regner on the occasion of the birth of their son. May he prove worthy of carrying the name of his illustrious grandfather, the well known Talmudic authority, Rabbi Shmuel Selig of Brisk.

The Commentator

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State University

The recent publication of a report revealing the widespread discrimination against minorities in privately-endowed institutions of learning in this state has aroused a plethora of comment in the New York press. It seems that our worthy fellow Americans are flabbergasted, to say the least, at this insidious violation of the rights of minorities guaranteed in our Constitution. The truth of the matter is, that the numerous clauses never has been a secret. Not only medical and law schools but even universities and colleges have made no bones about the existence of the quota system. It is only now, with the return of veterans seeking to study under the G. I. Bill of Rights, that the situation can no longer be disregarded.

A two-fold solution has been offered: (1) The founding of a state university—New York is the only state without such an institution. (2) the passage of the Peck-Doehring bill in the legislature, which would deny tax exemption to schools found guilty of discrimination.

We agree that these two steps, if taken, would go far to ameliorate conditions. However, the decision of the State Legislature and Governor Dewey to appoint a fact-finding commission to look into the "possibility" of a discrimination-free state university, smacks to us of needless procrastination. We Jews are all too familiar with "fact-finding commissions". In any event, the plans for establishing such a school on a working basis would take at least five years to implement. Certainly this will in no way alleviate the immediate problems of returning veterans and prospective Jewish, Catholic and Negro students.

The need is for action NOW! This means the immediate passage of the Peck-Doehring bill in the legislature. If some privately-endowed institutions wish to practice discrimination let them not be allowed to do so at the public's expense. This bill would hit the universities in their most tender spot, the proverbial pocketbook.

We would also like to suggest to the proper authorities a campaign to inform those liberal and philanthropic Jewish brethren of ours, if they can be called "ours", who so generously endow millions yearly to these universities, that their money is being used to discriminate against their own kin.

Lights Out!

It is with great pleasure that the student body views the renovation of the Yeshiva College Library. An alumnus returning to his alma mater would be amazed at the overhauling the library has undergone. An excellent lighting system has been installed and the reading room has been revamped. Glass doored shelves enclose many reference volumes and the library is now able to expand its magazine and periodical service. The Commentator takes pride in its share in speeding up this vital work. On behalf of the student body, it congratulates and thanks Mr. Louis Levine, of the Board of Directors, for his tireless work in the interests of the library.

Another necessary improvement, and one which was unanimously urged in the recent Student Council meeting, is the complete alteration of the lighting system. Almost all of the class rooms do not meet even the minimum lighting requirements and the rate of impaired vision among the student body of Yeshiva is much higher than that of other colleges. There are rumors to the effect that the administration is planning this change as soon as alterations in the synagogue are completed. We realize that materials are still scarce. But there is no reason why used bulbs can not be replaced now. Several rooms lack two and even three bulbs. We are not only voiding our own sentiments but those of faculty members who time and again have expressed their annoyance.

May we also point out that nowhere in the entire college and Yeshiva building can a student obtain a cold glass of water. Refrigeration units can be placed at convenient points throughout the building. The excellent work accomplished in the library leads us to hope that these suggestions will soon be carried out.

L. B.

"The Harvard Report On Education"

By Dr. Alexander Brody

(Ed. Note: This is the concluding part of a historical and critical analysis of the much-publicized Harvard Report on Education, by Dr. Alexander Brody, associate professor of History at Yeshiva College.)

The Nature of the Social Sciences

The line of reasoning in the Harvard Report thus far, may be put as follows. American education, or, more broadly our culture, is at present a centrifugal one "in extreme need of unifying forces." In the tension between the opposite forces of heritage and change, between those who view education as committed to the past and those who view education as committed to change and innovations, there lies a dichotomy which threatens "to cut us off from the past and therefore with one another." What is wanted, then, is general education representing in all its forms "the common knowledge and the common values on which a free society depends." But knowledge is "dangerous" and "illiberal." It does not embrace as fully as possible "the multitudes of our culture."

For example, education, through compatible with religious values, "can not be safely left to those who see our culture solely through the eyes of formal religion." Neither is this culture wholly reflected in any one list of great books, which important as they may be in setting forth standards, "necessarily neglect the relevance of these standards to the present." But equally suspicious are those empiricists who believe the truth is to be found only in experiment, a position that finally implies the denial of any stable truth." The main task of education is, rather "to interpret both the common sphere of truth and the specific avenues of growth and change." The traditional heritage is the source of the first, and science the vehicle of the second. "These two contrasting but complementary forces in our culture are the co-ordinates upon which and by which the character of education is to be tested. Education must be as it were at once vertical in the sense of uniting us with the past, and horizontal in the sense of being relevant to the present.

Intellectual Unity Urged

Why has this concern for intellectual unity and social inheritance become so strong of late? Why is the question of education in a common heritage and common citizenship so pertinent? The following factors stand out. In the first place, the war, and now the winning of the peace, has made ideological unity very real and urgent. It is now clear to all that democracy can not be taken for granted; that it can not be regarded as something already attained and to be passed on. That democracy depends peculiarly on the work of the schools is of course not new. The pre-war controversy between the traditionalists and the progressives focused attention on the intimate connection between education and a democratic social order. But the full implications of this interdependence was not fully recognized until the threat of totalitarianism before and during the war. Today, we know that educational objectives can not be

set apart from the kind of society to which America is committed. And the educational problem today is not so much how to teach but what to teach.

In the second place, the serious conflicts between capital and labor has made the need for unity more explicit and real. Democracy implies fraternity and equality. Can the ideological ties which bind Americans transcend the class struggle?

Effects Of Science Fused

In the third place, there is a growing concern over the effect of science, technology, and the application on social cohesion and stability. This is a recurrent theme in the Harvard Report. A technological age encourages specialization, division of effort, competition, success, and wastefulness. Therein lies the danger of a split between specialized knowledge and humanistic concerns, and centrifugal forces in our society, in that it puts a premium on individual achievement, diversity of interest, and worldly success. The problem is to "humanize" science, that is, to make science, technology, subordinate to progress social ends. While the structure of the social sciences may go on without a social reference, applied science, i.e. technology, always implies the ends, which a community is concerned to achieve. Isolated from such ends, it is a matter of indifference where the disclosure of science are used to sustain life, or to destroy it; whether scientific inventions and teachings are to be exploited for profit or whether these are to be used for democratic social ends. Hence the idea of a common body of training and knowledge. The task of education in liberalism is to unify the mental disposition of all members of society, so that every one irrespective of his bank will owe a duty "to his general sharing in the culture and to his membership in society."

Finally, the demand for a total attitude to man and to the world has arisen from the fact that "religion is not now, for most colleges a practicable source of intellectual unity. Less than a century ago, the conviction generally prevailed that religion gives meaning and ultimate unity to all parts of the curriculum and that it provides both the ultimate and immediate standards of life. The great expansion of the educational system, the profusion of courses, new methods, means of new studies and the demands of vocationalism seem to have absorbed the energies of school and college. In recent times the question of replacing the unity which the foregoing factors have helped to destroy has become important. "The new (the modeler in the Harvard Committee study) the educational process includes some continuing contact with those factors which value judgments are of prime importance, it must fall short of the

ideal. The subject must be corrected in part at least, with the words "right" and "wrong" in both the ethical and the mathematical sense." The problem, then, is to safeguard the ethical idea in the western religious tradition in an age when scientific teaching in most schools has become impracticable.

The Language of Science

What, then, is the scheme of education which follows from these premises? What field, of study represent a common discipline or can give anything like a unified view of life? General education (i.e. liberal education for all) is a scheme of relationships between courses in the three areas of knowledge: natural sciences (physical world), social sciences (man's corporate life), and humanities (ideals and inspirations). Each of these areas has a unique contribution to make to general education, both from the standpoint of contents (subject matter) and form (method and outlook). The method of science as the method of getting knowledge is "both the outcome and source of the habit of forming objective interested judgments based upon exact evidence." But science according to the Harvard view, has its own limitations. Science as a method of inquiry involves "highly restricted aspects of reality." Science is prepared to deal only with those aspects of reality which lend themselves to its methods of exact observation and measurement. "The natural sciences are value free. By this is meant that science deals only with naked facts. Science is tentative, changing, dynamic and hence lacks, according to the Harvard Report, the framework of permanent direction.

On the other hand the humanities "explore and exhibit the realm of value." The humanities point to both moral and aesthetic values. The humanities are based on value judgments; they embody presuppositions which are not subject to scientific proof and for which an exact standard of measurement does not exist.

Finally, the social sciences are defined as combining the method of natural science and of the humanities. The social scientist may employ the method of collecting data, forming hypotheses and testing these in action, but such findings can have meaning only in the light of our value judgments, i.e. with the need of an insight into the kinds of truth with which such facts deal. The natural scientist studies facts in abstraction from values, but the function of the social scientist is interpretive. Thus an historian or social scientist is not merely interested in human past and human institutions as facts, but also "as the attempted embodiments of the good life in its various phases." From this point of view the object of social science would be to bring together both norms and activities.

Purpose Of Report

The basic idea underlying the Harvard conception of general education is that there is a mutual relationship between the humanistic, social sciences and natural sciences. "These great may be the spiritual and existential with each other, science with science and inspiration, and the humanities with perspective and reality." In general education, the immediate and fundamental values of science and the intrinsic values of culture, and the intrinsic

(Continued on Page 4)

Fordham Bowls Over Quints; It's True-Mites Beat Queens

Final Half Rally Fails To Nip Rams

Handicapped by an almost insurmountable 17 point deficit and the bandaged hands of lanky Merv Fredman, the almost-mighty Mites played their hearts out in the second half of the Fordham tilt only to fall three points shy and lose 54-51. The game was played Saturday night, Feb. 2, at the Rose Hill gymnasium, and was witnessed by a large gallery of fans.

During the entire first half the Yeshivamen looked like a bewildered bunch of high-school sophomores. The Rams were faster, and their shots hit consistently, something the Mites couldn't imitate. Stanley Doppelt missed several of the easiest layups he will ever have a chance to make, and Merv Fredman, whose hands were bandaged because of severe cuts received in the chain lab, was not his usual self under the boards. Failing to move the ball in, the Mites resorted to popping from the outside, which resulted in their being on the tail-end of a 37-30 score at half time.

Mites Stage Inspired Comeback
Coming back amid the mixed catcalls and cheers of the crowd at the opening of the second half, the Sarachukmen played inspired ball. Their defense was the best we have seen, via the meagre 17 points scored by Fordham in the final session. Doppelt started things rolling with a one-hander from the side and followed it up with another basket on a pass down the middle, Bedo feeding. Bedo then unleashed some of that imitable set-shooting ability of his to swell his evenings total to 17 points and cop scoring honors for both teams. Lefty Doppelt drove through the entire Ram defense time and time again in inspired fashion, and Merv Fredman who played the gamut tilt of his career, rang the bell three times and fought like a lion under the boards.

The crowd roared as the Mite-rooms saw their lead being whittled down, but the end saw Doppelt drive alone thru the Rams for the final two points as the whistle blew to stop the rally and deliver Y.C.'s hopes for its second straight win over the men from Rose Hill.

Beat Brooklyn!

The Yeshiva-Brooklyn rivalry will be continued this Saturday, February 12, 1944, at the Brooklyn College gym, at 2:30 P. M. Brooklyn has won both of the previous encounters, but the re-

Cathedral Comes From Behind As Basketcoers Bow

Yeshiva's battle-weary basketcoers walked off the Cathedral gymnasium floor on Wednesday night Feb. 2 with another defeat safely tucked away in the records, this one by a mere six point deficit, the final score reading, 60-54.

Cathedral was off to an early lead in the opening phase, but two sets and a lay-up by Irv Weiss kept the score close until halfway through the period. Cathedral applied the pressure and the Mites were behind 17-10 at the cessation of the first ten minutes of action.

Play resuming, Cathedral zoomed ahead to a 23-14 count whereupon the products of the University unloaded an 11 point scoring spree. The score at halftime (believe it or not) found the Quints ahead 26-25.

Cathedral opened the second half with a shower of buckets to forge ahead 44-32. Frantic efforts by Merv Fredman, who tallied 16 for the evening, and Stan Doppelt managed to put the Quints within striking distance; however, Cathedral, led by Mosey and Dunn, had a 10 point lead with 4 minutes left. The Mites managed to creep within 6 points of their opponents, but Cathedral from the ball for the remaining seconds to put the game on ice.

Army Base Rips Yeshiva, 62-57

The Yeshiva squad traveled to the Brooklyn Tech. gym Thursday, January 21 to play the Brooklyn Army Base, and despite the many conversions of Bedo and Merv Fredman the Mites lost by a 62-57 count.

The first half was generally slow with B.A.B. holding a 26-22 lead at the whistle. In the last half however, the Sarachukmen had the stands shouting, as Stan Doppelt set up the play and Bedo spectacularly sank his shot. The Blue and White scored several times in within 2 points of a lead in the one-on-one struggle. Fredman's 15 points during this half were in no small on the legs in light from the ball in the final seconds for a 62-57 decision.

One this year seen to indicate a Yeshiva victory.

A capacity crowd is expected as usual, so come early and make sure you'll get in.

Sets By Weisel Clinch Victory

By Pomerantz, our genial athletic manager deserves a big hand for having the foresight to book Queens College on this year's schedule. The Mites who have been losing quite consistently the past few weeks, managed to beat their rivals for the second time this year.

Yeshiva in the first quarter jumped to a 14-12 lead from where they were never headed. Mand, who was Queen's high scorer for the evening with 21 points, managed to keep his team in the running.

Stan Doppelt, Merv Fredman, and Jerry Abrams gave the Blue and White a 27-18 half time lead.

Things looked bright for the Mites in the third quarter as they led by 14 points; however, the loss of Merv Fredman through 5 personal fouls hampered the team's efficiency.

Doppelt's Defense Good
Queens managed to come within 7 points of the Mites, but three timely consecutive set shots by Irv Weiss gave the Blue and White a convincing 13 point lead.

Mand, who tallied 15 points the first half was held to 6 points in the second half by the fine defensive play of Stan Doppelt. The final whistle found the Mites ahead 49-38 in what was hoped would be the beginning of a Yeshiva winning streak.

Stan Doppelt with 12 points was high for the Blue and White. The "rolling" was quite stunning, witness the 25 personal fouls and two technicals called against the Quints.

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Vet Returns to Y. C.

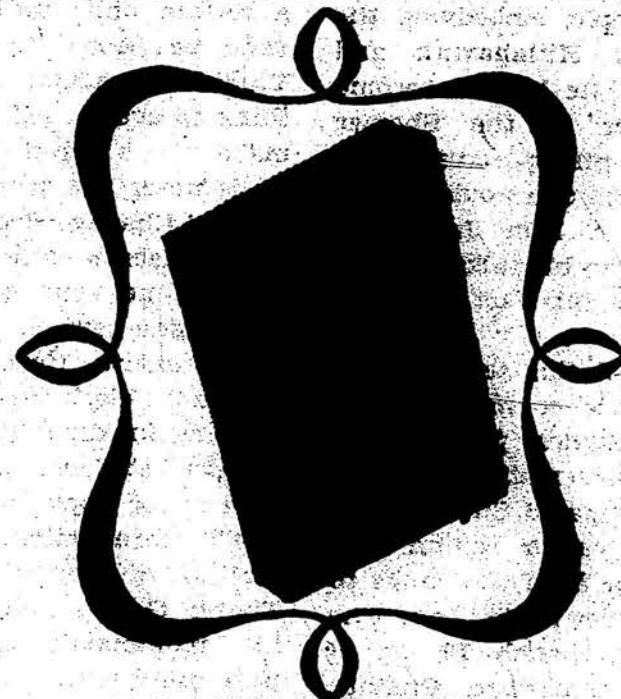
Yeshiva College and T.I. welcomed back their first vet in the in the person of Stanley M. Kessler, a former staff-sergeant in the Army Air Force. A lanky, soft-spoken youth, Kessler has seen quite a bit of action since he enlisted in the Air Force in April, 1943. He served in the American, European and Mediterranean theatres of operation, and rolled up a total of 18 combat flights, 95 combat hours and 800 flying hours. In the course of his training he has seen practically every state in the Union, as well as Cuba, Bermuda and the Azores.

His combat record lists that he has over many European countries, including Yugoslavia, Czechoslovakia, Hungary, Austria, and Germany.

Back With Friends

Discharged on Nov. 30th with a total of sixty one points, Kessler re-enrolled in Teachers Institute. He is still hazy about the future, but for the present intends to complete his course in T.I.

"Readjusting myself to civilian life and school activities was not difficult," he declared, "inasmuch as I found myself still surrounded by the same old circle of friends I had left behind."



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Meet The Seniors



Jacob Adler—He is true to his name and can usually be found in the "tent of the Torah" i.e. the Shomrot. His main ideas revolve about the dichotomy between Galitzianer and Litvaks the former, of which, he is an outstanding example, embodying the Jewish virtues Hittahavuth and devotion. Of late he has become a big macher in the Shomer Hadati, giving public lectures once a week. Though one would hardly imagine him a Don Juan, the Shomerot flock to his talks. If you want to verify this fact, just ask him.

Zvi Berger—A fine serious student with a science major, "Zvi" carried the toughest program the school permits—sometimes without permission. An avid Shomer with a long active career behind him, "Zvi" has risen from the ranks to become a "higher leader", one who guides the Hanhagah Elyona of the religious American Chaluiz. With a slight diversion to a certain damsel who is definitely not in distress by it, "Zvi's" thoughts are turned to a future in the promised land, Eretz Yisroel.

Sam Bloom—A February grad, Sam (not to be confused with the custodian) has acquired a psychological bent for A's and quite a dignified front. His "accidental" graduation in February was "Ahl Pi Deen". This senior has majored in psychology and is inclined when he assumed duties as head of the concert bureau. Due to his Concert-of efforts, Sam got reductions to plays, concerts, recitals; in fact, he reduced everything but his weight. Sam now works on the business staff of the Masmid and in his spare time attends T.I.—much to the disgust of Joe Noble. Success is yours Sam. Keep your chins up!

Nathan Bulman—Nathan Bulman is one of the more "shining" members of the class—especially in the seat of his trousers. The only Mizrahi member with an Agudah viewpoint, volatile "Nathan" can readily be found wherever the air is thick with argument, with a Talmud Bavli in one hand and a shovel in the other. He is always in need of "Yankei", "Phyvil" and a shave. A fine "downstairs" man and the bane of a certain philo professor to boot (and be booted by), Nachmum's Yiddish vernacular is really something to avoid. All of this should make him a top-drawer rabbi for he is never the worse for wear.

Carmel Charay—Carmel, one of the finest Hebraic scholars to enter Y.O., is no sour grape from ye olde-whine garden. In spite of his mature merits, Carmel doesn't even have a 3 o'clock fux; this minor is gunning for an English major. An excellent student, Carmel still found time to be copy editor of "Commie" before switching to the editorship of the Niv (Ed. Note: Thank G-d!), and nightly comb his roommate's beard. Ability plus motivation guarantee Carmel a bright spot on the firmament of Jewish lit.

Scripta Lecture
On Wednesday night, February 13, Dr. Vladimir Karapetoff, Professor Emeritus of Engineering at Cornell University, will speak at the Columbia University Teachers College auditorium in one of a series of lectures sponsored by the Friends of Scripta. The topic of the lecture is "The Theory of Relativity".

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Harvard Man Review

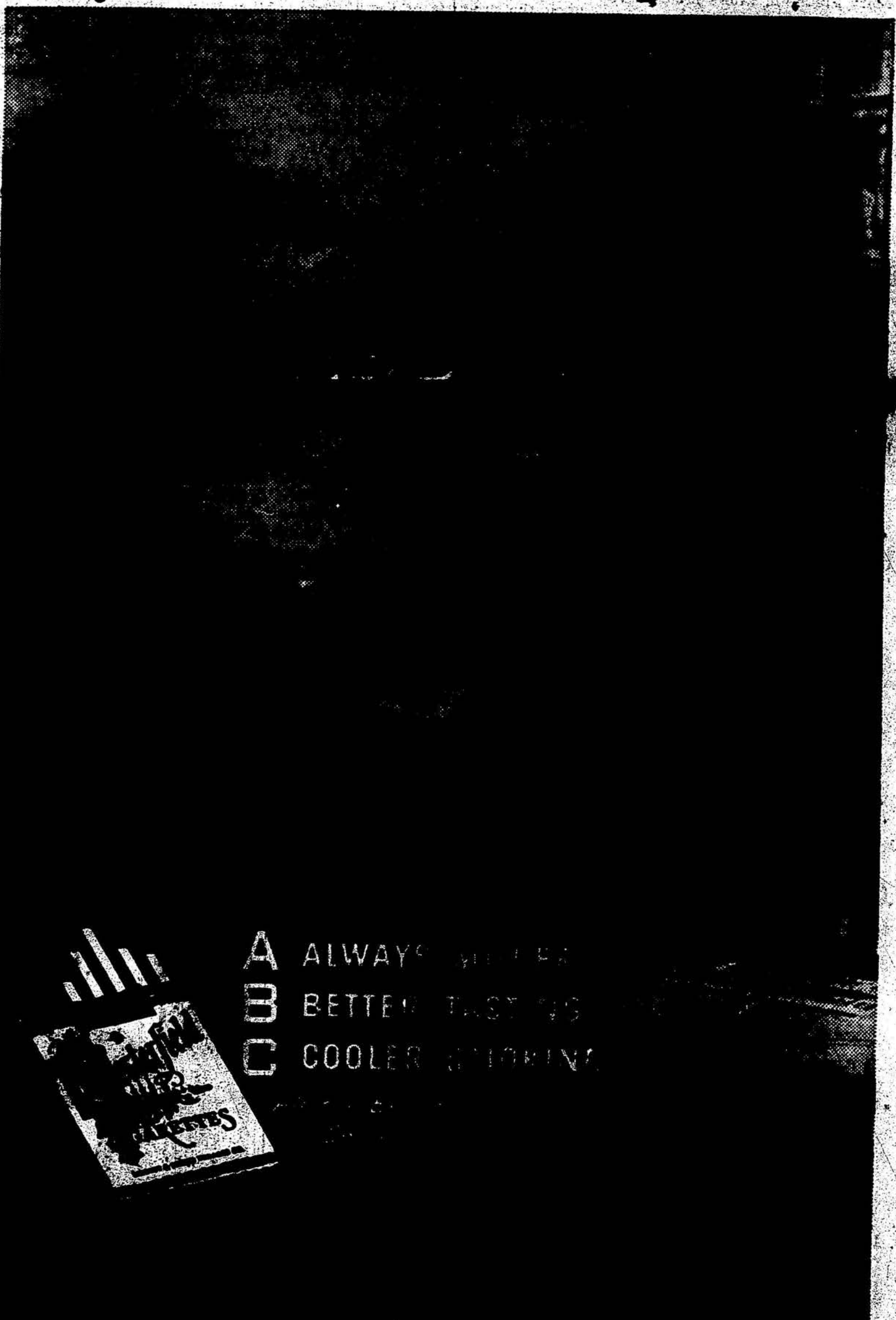
and estimate values in the information will arrive in the ideal

The Harvard Report is an effort to mitigate the current conflict in social and educational philosophy. They reject the view of pragmatism which would base the social sciences on the same procedures as the natural sciences. This, in the view of the Harvard educators, would reduce social life to mechanistic and quantitative terms. Nor would they pattern natural science after the social sciences: for this would make the physical science teleological. But they are equally critical of the "Great Books" theory which would make science a species of contemplation. Science, the Harvard educators hold, has relevance to current life. Their own modest evaluation aptly characterizes their efforts. They say: "An extreme and one-sided view easily calls attention to itself and gains fervent adherents; but a balanced view is apt to be less

It aims to do justice to the whole truth in all its aspects. It is a preliminary step to a more complete understanding of the truth."

(The End)

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